

## LEWISVILLE MIDDLE

3595 Lancaster Highway  
Richburg, SC 29729

**GRADES** 6-8 Middle School

**ENROLLMENT** 392 Students

**PRINCIPAL** H. L. Erwin 803-789-5858

**SUPERINTENDENT** Dr. Barry E. Campbell 803-385-6122

**BOARD CHAIR** Mrs. Denise C. Lawson 803-581-6224

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	22	4	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**



# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Average	No

## DEFINITIONS OF DISTRICT RATING TERMS

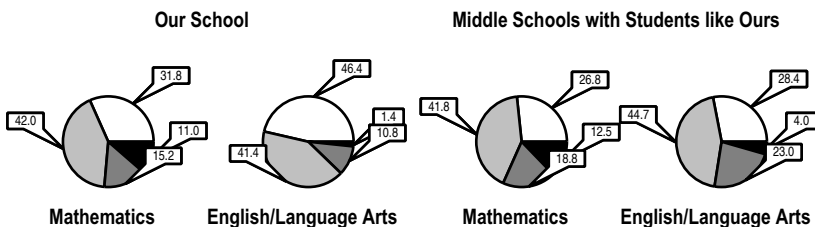
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.6%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



### Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.



**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	377	97.6	45.2	42.4	11.0	1.4	20.6	Yes	Yes
<b>Gender</b>									
Male	202	96.5	52.1	38.9	8.4	0.5	15.8		
Female	175	98.9	37.2	46.3	14.0	2.4	26.2		
<b>Racial/Ethnic Group</b>									
White	241	97.5	36.9	45.3	15.6	2.2	26.2	Yes	Yes
African-American	125	97.6	59.3	39.0	1.7	0.0	10.2	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	330	97.9	39.7	46.1	12.6	1.6	23.5		
Disabled	47	95.7	84.1	15.9	0.0	0.0	0.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	377	97.6	45.2	42.4	11.0	1.4	20.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	377	97.6	45.2	42.4	11.0	1.4	20.6		
<b>Socio-Economic Status</b>									
Subsidized meals	175	95.4	59.6	37.9	1.9	0.6	8.7	No	Yes
Full-pay meals	202	99.5	33.2	46.1	18.7	2.1	30.6		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	377	96.3	29.4	43.4	15.7	11.4	38.0	Yes	Yes
<b>Gender</b>									
Male	202	97.5	32.8	41.1	14.6	11.5	38.0		
Female	175	94.9	25.3	46.2	17.1	11.4	38.0		
<b>Racial/Ethnic Group</b>									
White	241	94.6	22.8	41.6	18.3	17.4	46.6	Yes	Yes
African American	125	99.2	41.7	46.7	10.8	0.8	21.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	330	96.7	26.4	44.0	16.6	13.0	41.4		
Disabled	47	93.6	51.2	39.5	9.3	0.0	14.0	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	377	96.3	29.4	43.4	15.7	11.4	38.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	377	96.3	29.4	43.4	15.7	11.4	38.0		
<b>Socio-Economic Status</b>									
Subsidized meals	175	96.0	38.7	45.4	13.5	2.5	26.4	Yes	Yes
Full-pay meals	202	96.5	21.4	41.7	17.6	19.3	48.1		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	92.8	48.1	32.1	18.9	0.9	19.8
	Grade 7	119	94.1	46.8	35.8	15.6	1.8	17.4
	Grade 8	127	95.3	42.0	49.1	7.1	1.8	8.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	144	98.6	51.1	38.3	9.9	0.7	10.6
	Grade 7	117	97.4	43.8	43.8	11.6	0.9	12.5
	Grade 8	116	96.6	37.8	46.8	12.6	2.7	15.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	98.4	31.9	27.4	23.0	17.7	40.7
	Grade 7	119	99.2	43.0	36.0	10.5	10.5	21.1
	Grade 8	127	97.6	46.9	38.1	9.7	5.3	15.0
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	144	94.4	19.9	47.8	19.9	12.5	32.4
	Grade 7	117	97.4	31.3	38.4	13.4	17.0	30.4
	Grade 8	116	97.4	39.3	42.0	12.5	6.3	18.8

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample



SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 392)				
Students enrolled in high school credit courses (grades 7 & 8)	9.4%	Up from 8.5%	14.7%	14.6%
Retention rate	4.1%	Up from 0.3%	3.1%	3.0%
Attendance rate	94.8%	Down from 95.0%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%		5.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%		5.3%	5.3%
Eligible for gifted and talented	12.0%	Up from 4.4%	17.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.5%	Up from 13.3%	14.7%	13.9%
Older than usual for grade	8.2%	Down from 11.3%	3.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 10.5%	1.0%	0.9%
Annual dropout rate	0.8%	Up from 0.4%	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	48.0%	Down from 56.5%	48.3%	48.7%
Continuing contract teachers	68.0%	Down from 78.3%	85.2%	81.7%
Highly qualified teachers**	84.2%	N/A	90.0%	90.4%
Teachers with emergency or provisional certificates	15.0%		4.5%	5.3%
Teachers returning from previous year	87.7%	Down from 90.8%	87.8%	85.1%
Teacher attendance rate	94.5%	Down from 94.7%	94.8%	94.8%
Average teacher salary	\$40,665	Down 5.1%	\$40,930	\$40,566
Prof. development days/teacher	6.9 days	Up from 5.0 days	10.8 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	23.1 to 1	Up from 21.1 to 1	22.8 to 1	21.3 to 1
Prime instructional time	87.7%	Down from 88.1%	89.5%	89.3%
Dollars spent per pupil*	\$5,302	Down 3.4%	\$5,653	\$5,821
Percent of expenditures for teacher salaries*	68.5%	Up from 63.5%	62.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.0%	Down from 95.7%	95.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.



**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year was an exciting year due to the dedication, determination, and commitment of many. History was created in January 2004 when the new Lewisville Middle School opened, offering a source of pride for the students, staff, and Lewisville community.

Lewisville Middle School is proud to announce these celebrations for the 2003-2004 school year: the creation of the Parents In Action Team, a very active School Improvement Council, a significant increase in the volunteer program, an increase in business partnerships, and obtaining a \$46,000 grant from the Springs Close Foundation to purchase media center materials. Instructional celebrations include: implementing benchmark testing in each of the four core subjects, curriculum pacing guides to support instruction, and a change in the daily schedule to a five period day allowing more time in all content areas. In addition to these new initiatives, such programs as the after-school remediation, academic assistance classes, and character education classes continued to assist more students. Extra curricular activities at Lewisville Middle are also worthy of celebration: the Junior Beta Club increased its membership, the development of a seventh/eighth grade Advanced Band which competed at a local concert festival, the creation of a jazz band, a step team which traveled throughout the area to perform, and the football team was Conference Champions for the second consecutive year.

Although we have much to celebrate, we are aware of the challenges that continue to face our school. Lack of funds within our district limits our providing for all the needs of our school. Our mentor program lacks the number of volunteers needed to work with at-risk youth. During the 2004-2005 school year, Lewisville Middle will continue to search for innovative ways to address the challenges that we face.

Lewisville Middle School is committed to making strides through academic programs, extra-curricular events, and lifelong character building efforts.

H. L. Erwin, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	15	80	43
Percent satisfied with learning environment	60.0%	66.3%	65.1%
Percent satisfied with social and physical environment	100.0%	73.1%	63.4%
Percent satisfied with home-school relations	60.0%	86.1%	61.9%

\*Only students at the highest middle school grade level at this school and their parents were included.